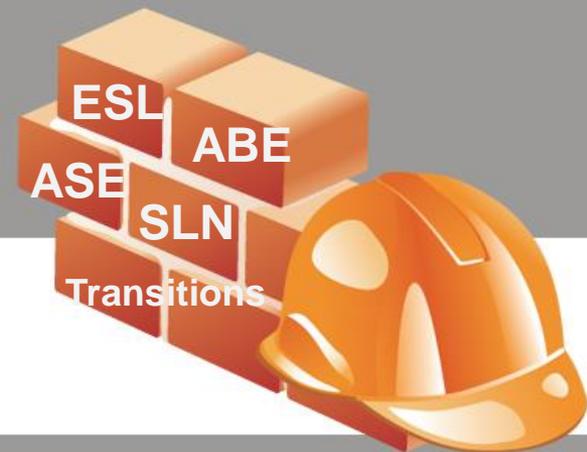
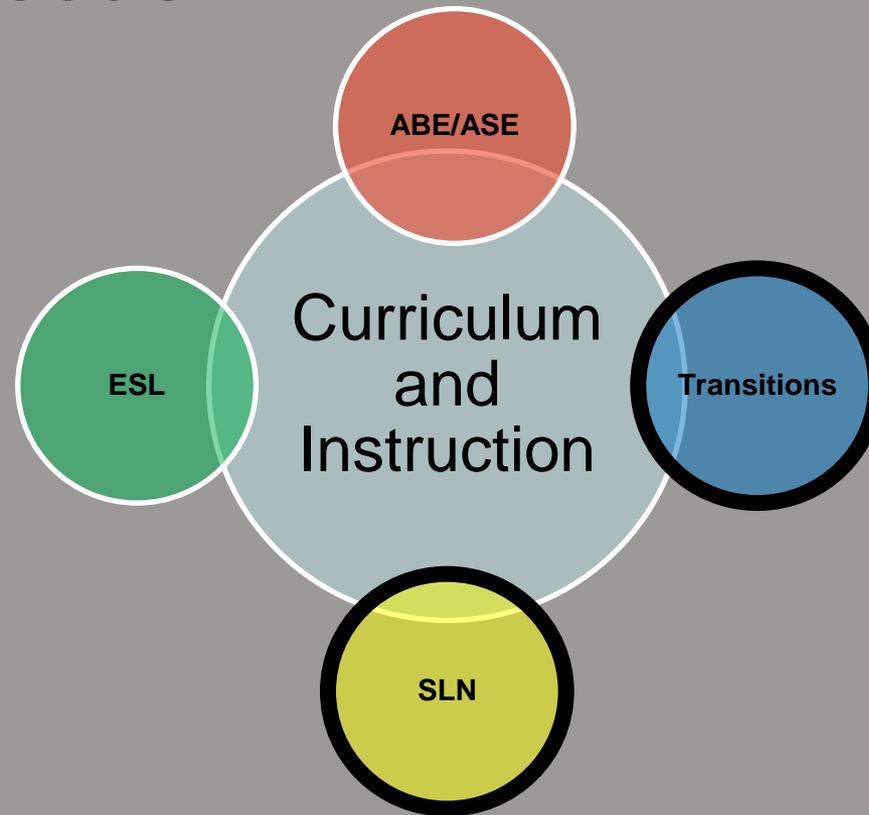


Creating an Instructional Team for Your Program: Transitions and Special Learning Needs



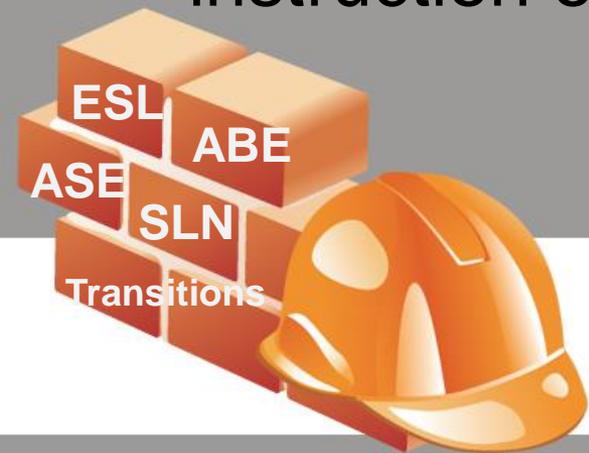
What does ICCB mean by an Instructional Team

- An Instructional Team is composed of representatives from the instructional categories the program serves
- The Program Administrator serves on the Instructional Team
- It is important to include members with expertise in technology and digital literacy on the team



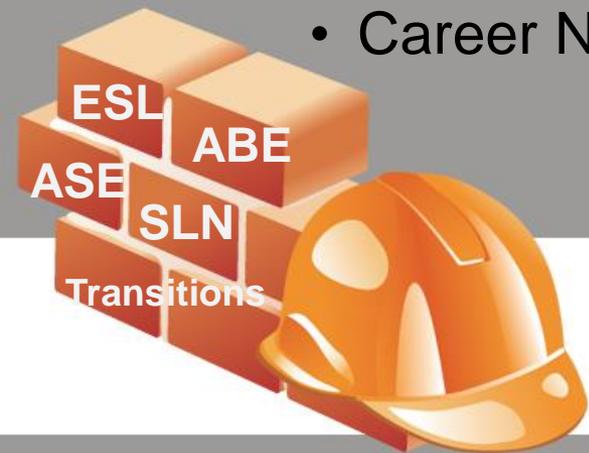
Team Purpose

- The purpose of an Instructional Team is to bring together instructors, administrative staff and support staff to develop instructional offerings and delivery of services of the highest quality
- Specialists representing each area can bring their expertise to the team to create effective instruction of the highest quality and rigor



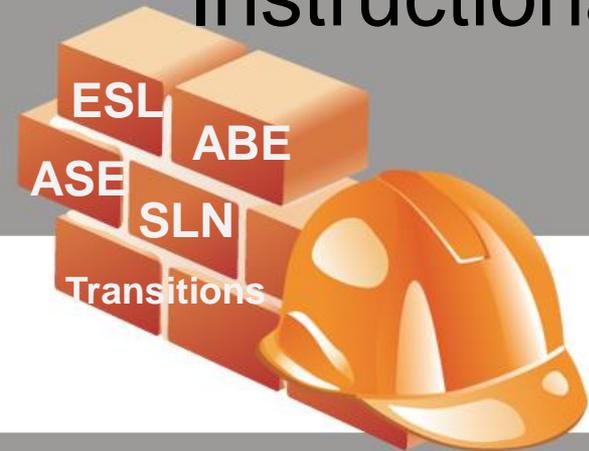
Team Participants

- Considering the instructional categories a program provides, the instructional team would be composed of Standards Proficient Instructors and Content Specialists in the following areas:
 - ABE/ASE Language Arts and Math
 - ESL
 - **Transitions**
 - **Special Learning Needs**
 - Career Navigators



Additional Team Members

- Staff with expertise in:
 - Technology
 - Digital Literacy
- The Program Administrator and Program Coordinators are required members of the Instructional Team

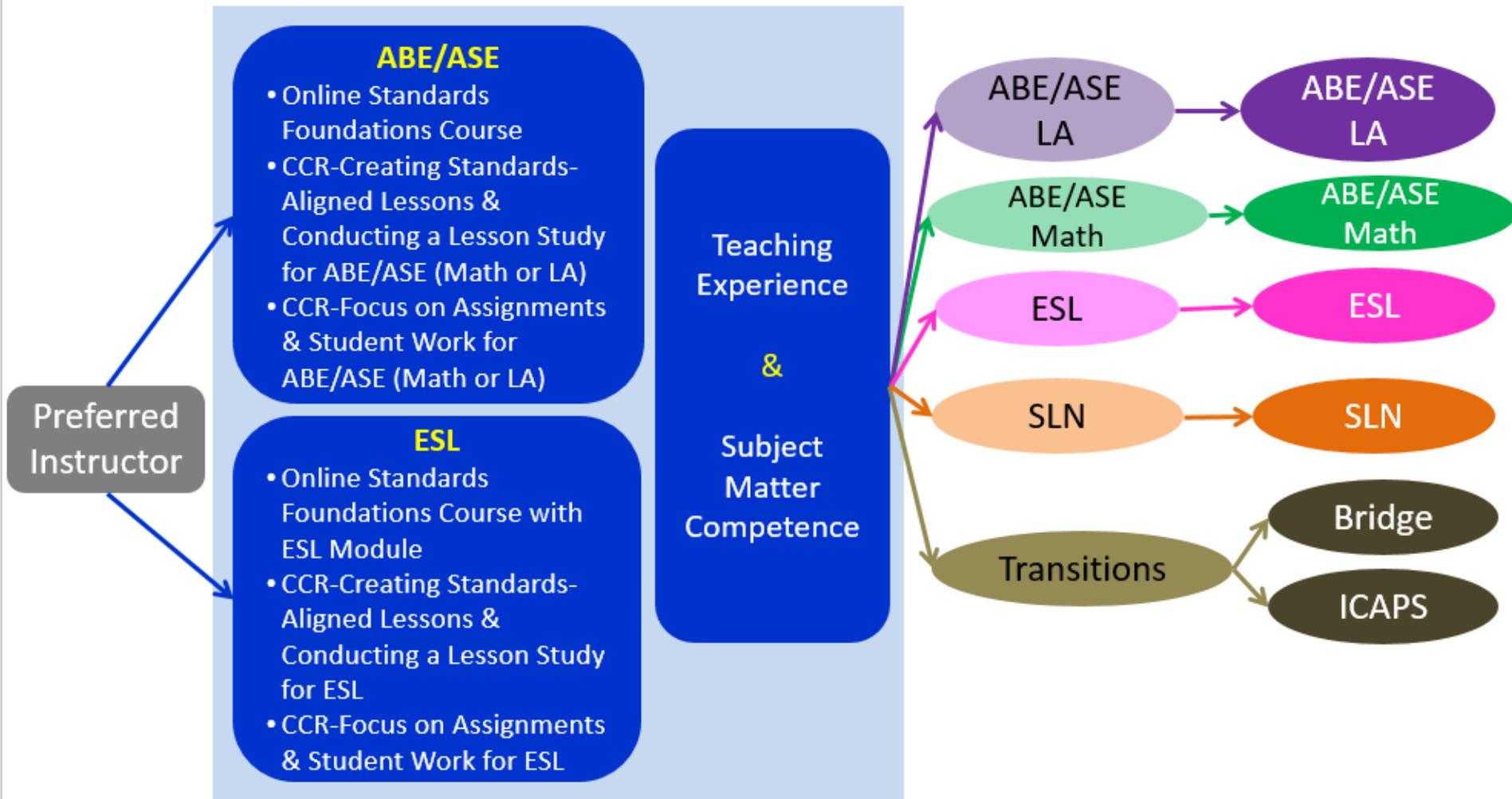


Illinois Community College Board Adult Education & Literacy Instructional Staff Professional Pathways*

Standards Proficient Instructor Credential**

Specialist Credential**

Master Teacher Credential**



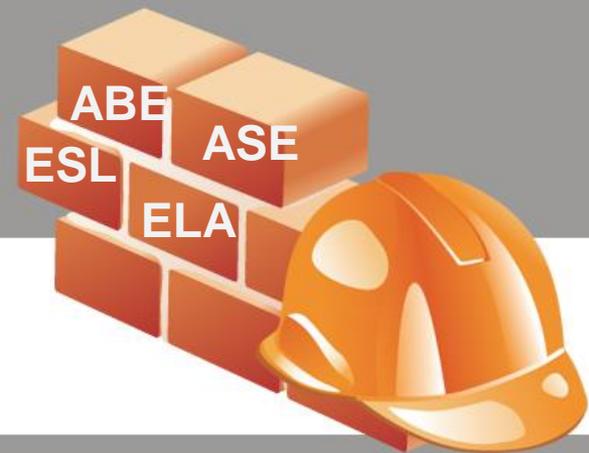
*For more detailed information, see the appropriate instructional pathway document.

**Credential will be issued by the ICCB.

Standards Proficient Instructor

ABE/ASE

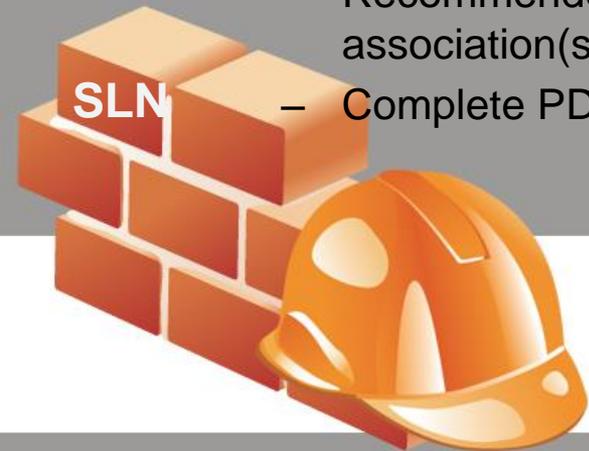
ESL/ELA



Special Learning Needs Professional Pathway

Specialist Criteria

- At least two years of adult education teaching experience
- Present special learning needs content at area conferences, workshops, institutes, or other appropriate trainings
- Successful completion and application of the following:
 - Content specific professional development in Special Learning Needs
 - SLN Certified Resource Specialist
 - Content specific college degree/certificate such as special ed specialization preferred
 - Recommended membership and active involvement in professional association(s) i.e. LDA, NAASLN
 - Complete PD for effective training/presentation



Special Learning Needs Professional Pathway

Specialist Criteria (continued)

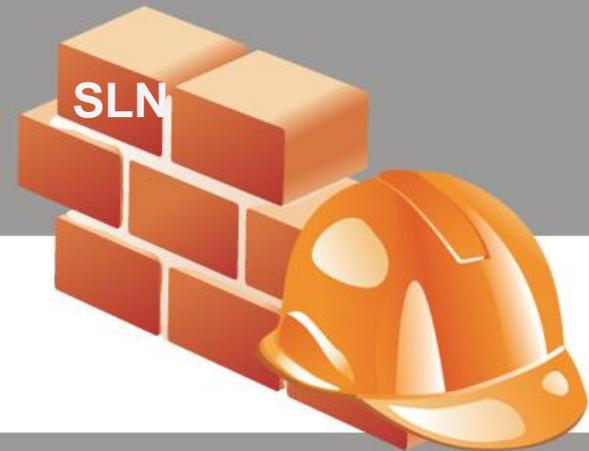
- Application of CCR Innovations with a Special Learning Needs emphasis
 - Analyzing resources to maximize teaching materials
 - Revising a resource and curriculum to meet learning needs of students



Special Learning Needs Professional Pathway

Specialist Curriculum Work

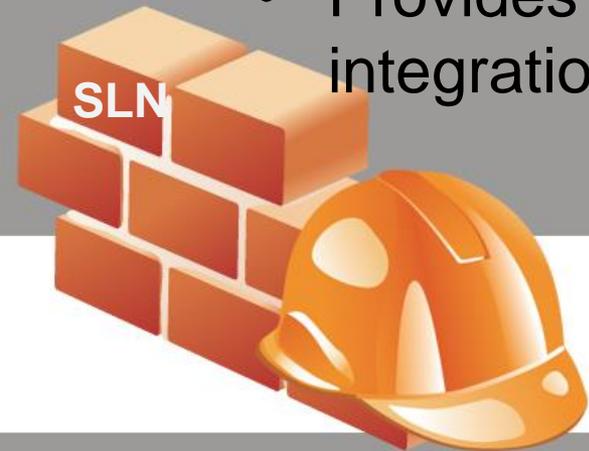
- Assists in curriculum development
- Evaluates, aligns and recommends content-related instructional materials appropriate for multiple learning modalities/learning styles
- Develops appropriate content-related instructional materials



Special Learning Needs Professional Pathway

Specialist Supporting Instruction

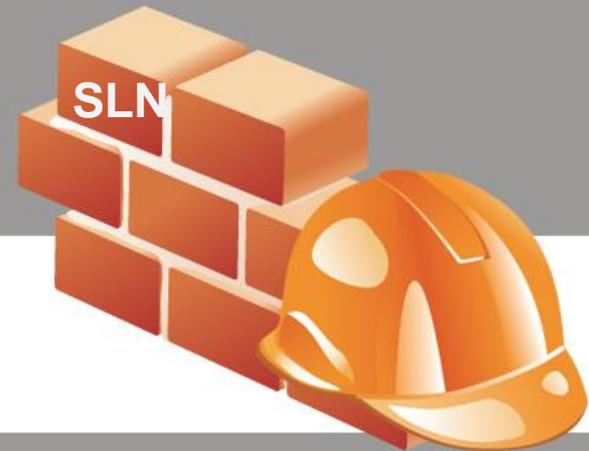
- Mentors new(er) teachers to analyze the alignment of resources and revise a resource to improve instruction
- Assists other content instructors, as appropriate
- Participates in peer mentoring or peer coaching activities
- Provides observation and feedback on integration of special learning needs instruction



Special Learning Needs Professional Pathway

Specialist Programmatic Development & Support

- Participates on special learning needs specific committees, teams, working groups, study groups, etc.
- Supports instructional staff through mentoring, observations and/or special learning needs training
- Serves in advisory capacity to ICCB as requested



Special Learning Needs Professional Pathway

Master Teacher Criteria

- At least three years of adult education experience
- Data documented increased student outcomes
- Strategy instruction expertise
- Ability to model and articulate effective teaching practices and methodology
- Ability to provide instructional leadership activities through a teaching/mentoring process



Special Learning Needs Professional Pathway

Master Teacher Criteria (continued)

- Application of CCR Innovations with a Special Learning Needs emphasis
- Observe teaching in action to monitor lesson content and ensure instructional practices meet specific needs



Special Learning Needs Professional Pathway

Master Teacher Curriculum Work

- Leads or participates in curriculum development



Special Learning Needs Professional Pathway

Master Teacher Supporting Instruction

- Consults teacher to teacher, as appropriate
- Helps instructors select, adapt and customize SLN instructional resources
- Supports SLN Specialist(s) with mentoring, observations and/or professional development



Special Learning Needs Professional Pathway

Master Teacher Programmatic Development & Support

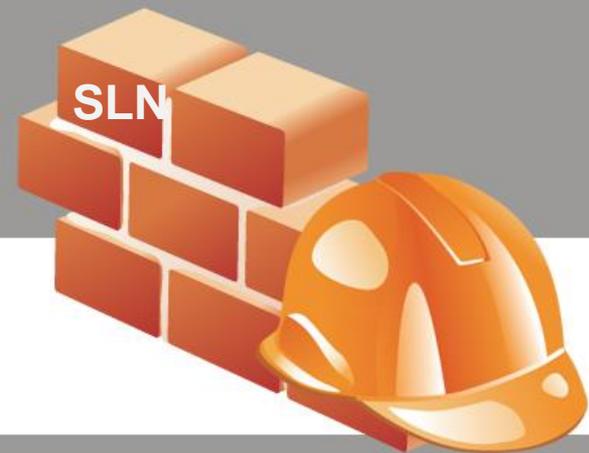
- Supports administration in activities to strengthen instructional program
- Assists in program evaluation activities
- Contributes to development of professional development plan for instruction
- Assists in identification and establishment of appropriate professional growth opportunities for staff



Special Learning Needs Professional Pathway

Master Teacher Programmatic Development & Support (continued)

- Serve as mentor to instructors
- Contribute to the SLN blog
- Train to serve as certified SLN trainer OR complete adult ed research project OR SLN instructional application project with goal of advancing SLN instruction in Illinois



Transitions

Specialist Criteria

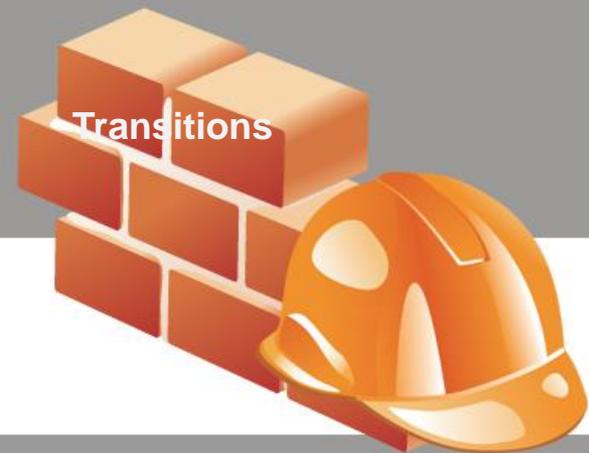
- At least two years of adult education experience
- Present transitions content at area conferences, workshops, institutes, or other appropriate trainings
- Successful completion and application of the following:
 - Content specific professional development in transitions
 - Content specific college degree/certificate such as workforce education
 - Recommended membership and active involvement in professional association(s), i.e., NCPN, NCTN, NCWE
 - Complete professional development for effective training/presentation



Transitions

Specialist Criteria (continued)

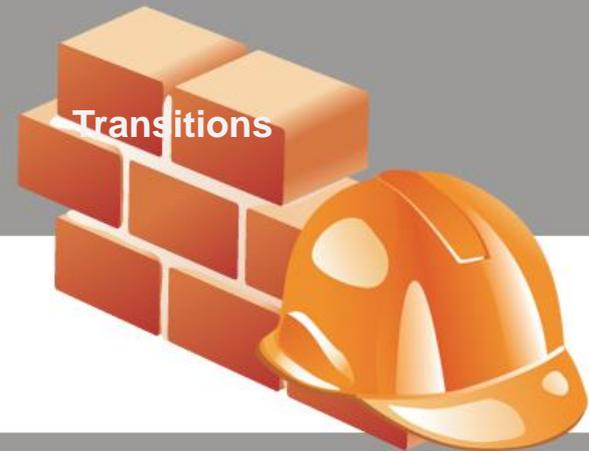
- Application of CCR Innovations with a Transitions emphasis
 - Analyzing resources to maximize teaching materials
 - Revising a resource and curriculum to meet learning needs of students



Transitions

Specialist Curriculum Work

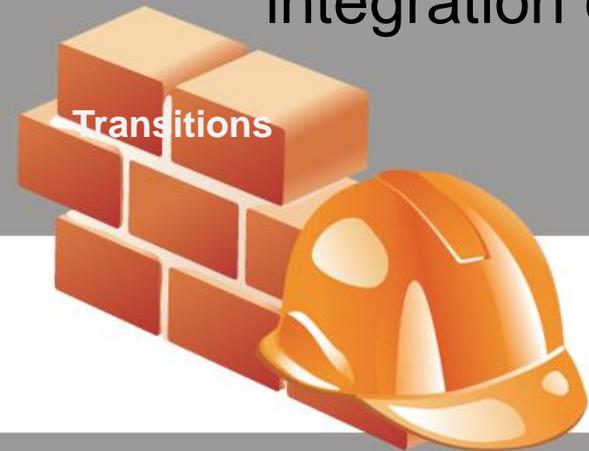
- Assists in curriculum development
- Evaluates, aligns and recommends content-related instructional materials appropriate for transitioning to post-secondary, training or employment
- Develops appropriate content-related instructional materials contextualized to Career Pathways and the CCRS



Transitions

Specialist Supporting Instruction

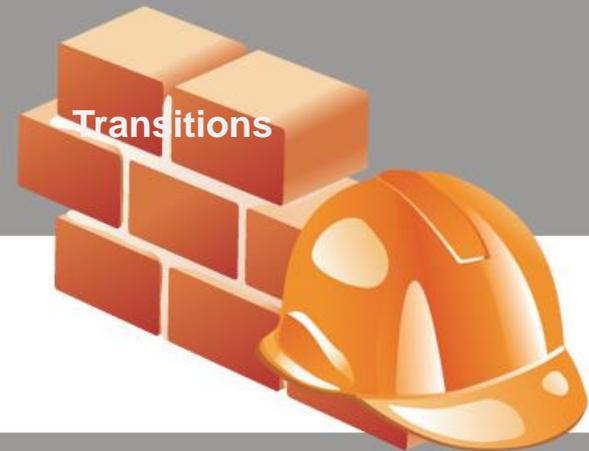
- Mentor new(er) teachers to analyze the alignment of resources and revise a resource to improve instruction
- Assists other content instructors, as appropriate
- Participates in peer mentoring or coaching activities
- Provides observation and feedback on integration of transitions instruction



Transitions

Specialist Programmatic Development & Support

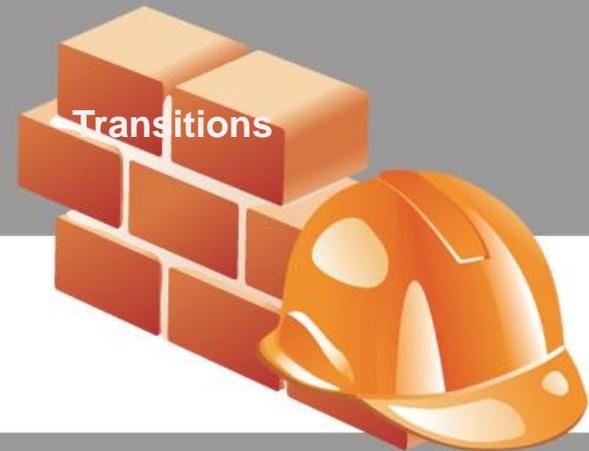
- Participates on transitions specific committees, teams, working groups, study groups, etc.
- Supports instructional staff through mentoring, observations and/or transitions training
- Serves in advisory capacity to ICCB as requested



Transitions

Bridge/ICAPS Master Teacher Criteria

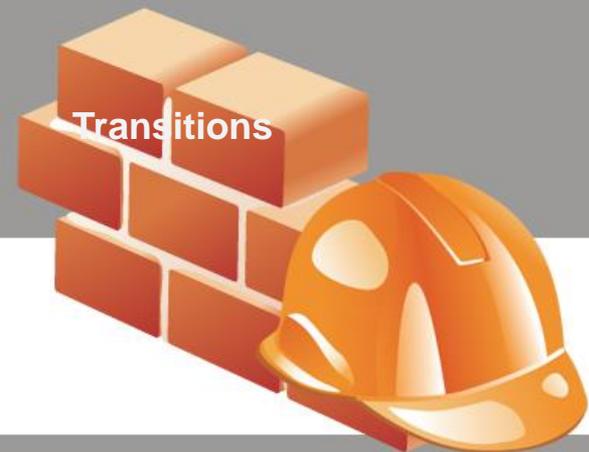
- At least three years of adult education teaching experience
- Data documented increased student outcomes
- Ability to model and articulate effective teaching practices and methodology
- Ability to provide instructional leadership activities through a teaching/mentoring process



Transitions

Bridge/ICAPS Master Teacher Criteria (continued)

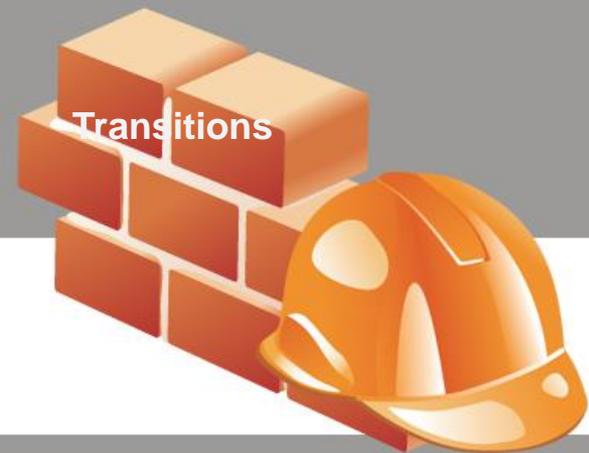
- Application of CCR Innovations with a Bridge emphasis
- Observe teaching in action to monitor lesson content and ensure instructional practices meet specific needs



Transitions

Bridge/ICAPS Master Teacher Curriculum Work

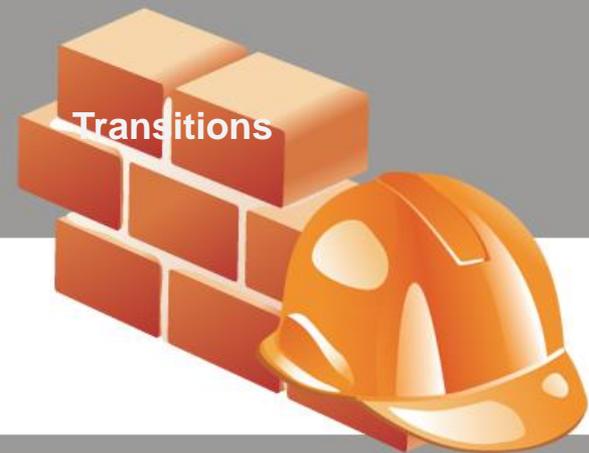
- Leads or participates in curriculum development for ICAPS programming
- Leads or participates in curriculum development to integrate Transitions/Career Pathways
- Evaluates, aligns and recommends appropriate content-related instructional materials with a team teacher (ICAPS)



Transitions

Bridge/ICAPS Master Teacher Curriculum Work (continued)

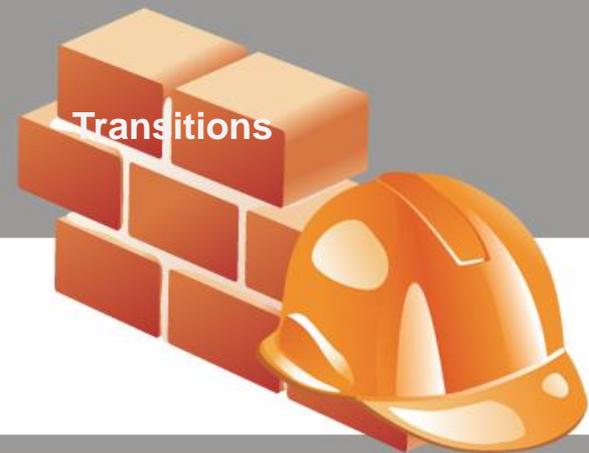
- Knowledge and or use of Statewide Bridge curricula (Bridge)
- Evaluates, aligns and recommends appropriate content-related instructional materials with a team teacher (ICAPS)
- Develops appropriate content-related instructional materials for ICAPS Support Class (ICAPS)



Transitions

Bridge/ICAPS Master Teacher Supporting Instruction

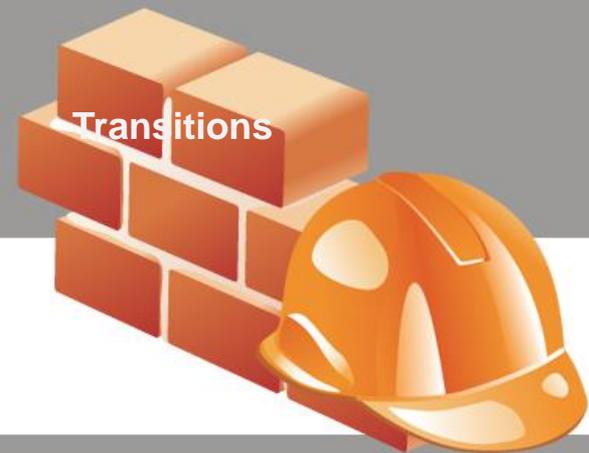
- Helps instructors select, adapt and customize instructional resources for Bridge programs
- Supports Transitions Specialist(s) with mentoring, observations and/or professional development
- Consults teacher to teacher, as appropriate
- Supports other Bridge instructors, as appropriate (Bridge)



Transitions

Bridge/ICAPS Master Teacher Supporting Instruction (continued)

- Assists other ICAPS instructors, as appropriate (ICAPS)
- Participates in peer mentoring or peer coaching activities
- Provides observation and feedback on integrated instruction through mentoring process



Transitions

Bridge/ICAPS Master Teacher Programmatic Development & Support

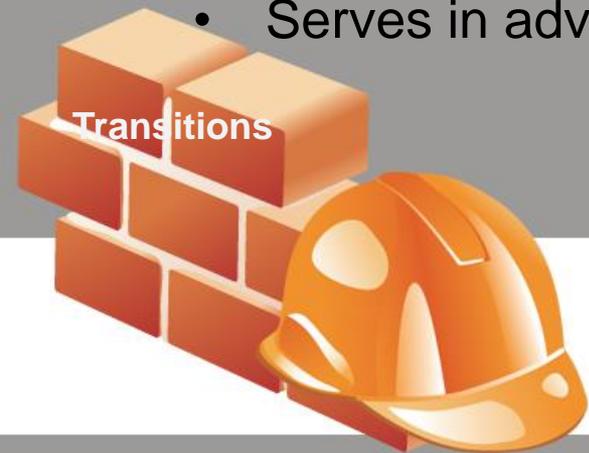
- Participates on Bridge or ICAPS committees, teams, working groups, study groups, etc.
- Supports administration in activities to strengthen instructional program
- Assists in program evaluation activities
- Contributes to development of professional development plan for instruction
- Assists in identification and establishment of appropriate professional growth opportunities for staff



Transitions

Bridge/ICAPS Master Teacher Programmatic Development & Support (continued)

- Serves as mentor to instructors
- Contribute to Transitions Blog
- Train to serve as credentialed Bridge trainer OR complete a Bridge instructional application project with the goal of advancing Bridge program instruction in Illinois
- Train to serve as credentialed ICAPS trainer OR complete an ICAPS instructional application project with the goal of advancing ICAPS program instruction in Illinois
- Serves in advisory capacity to ICCB as requested



Integrated Education and Training (IET)

Pre-IET

Model A - Pre-Bridge

- Contextualized Adult Education Curricula
- Career Development
- Transition Services
- Technology Skills
- Employability Skills
- Levels 4.0-5.9

Model B - Bridge

- Contextualized Adult Education Curricula
- Career Development
- Transition Services
- Technology Skills
- Employability Skills
- Levels 6.0-8.9

IET

ICAPS Model One

- Contextualized and Integrated Adult Education Curricula
- Career Development/Workforce Preparation
- Transition Services
- Technology Skills
- Employability Skills
- Comprehensive Student Support Services
- College Credit-bearing Career and Technical Education (Workforce Training)
- Shared Learning Objectives
- Team-Taught Environment
- Contextualized Support Class
- Results in:
 - High School Equivalency
 - Industry Recognized Credentials
 - Employment Opportunities
 - Transferrable College Credit
 - Stackable College Credentials

ICAPS Model Two

- Contextualized and Integrated Adult Education Curricula
- Career Development/Workforce Preparation
- Transition Services
- Technology Skills
- Employability Skills
- Comprehensive Student Support Services
- Technical /Workforce Training
- Shared Learning Objectives
- Team-Taught Environment
- Contextualized Support Class
- Results in:
 - High School Equivalency
 - Industry-Recognized Credentials
 - Employment Opportunities

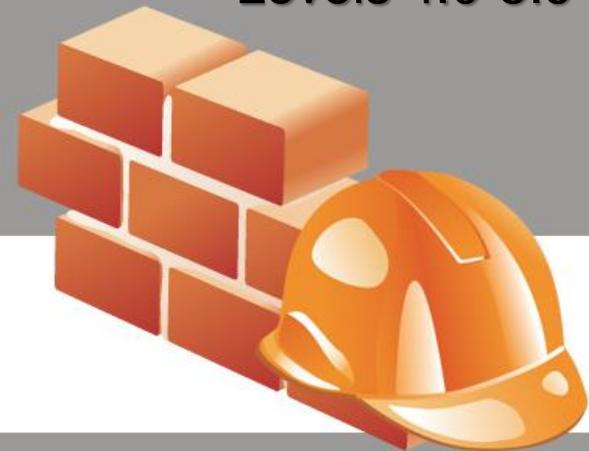
PRE-IET

Model A – Pre-Bridge

- Contextualized Adult Education Curricula
- Career Development
- Transition Services
- Technology Skills
- Employability Skills
- No Resulting Credentials
- Levels 4.0-5.9

Model B - Bridge

- Contextualized Adult Education Curricula
- Career Development
- Transition Services
- Technology Skills
- Employability Skills
- Credentials Possible
- Levels 6.0-8.9



IET: ICAPS MODEL ONE

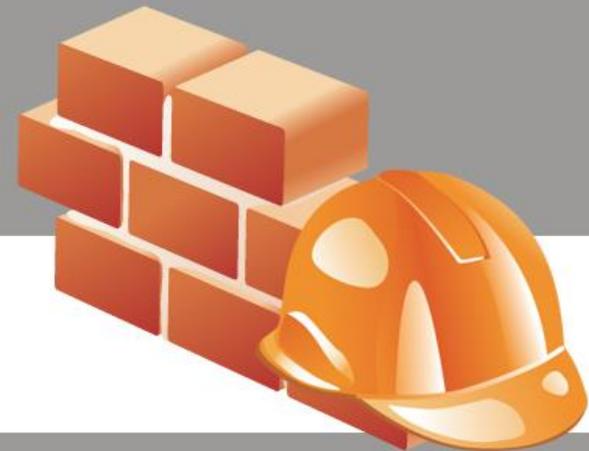
INTEGRATED CAREER AND ACADEMIC PREPARATION SYSTEM

Components

- Contextualized and Integrated Adult Education Curricula
- Career Development / Workforce Preparation
- Transition Services
- Technology Skills
- Employability Skills
- Comprehensive Student Support Services
- College Credit-bearing Career and Technical Education (Workforce Training)
- Shared Learning Objectives
- Team-Taught Environment
- Contextualized Support Class

Results in:

- ▶ High School Equivalency (HSE)
- ▶ Industry Recognized Credentials
- ▶ Employment Opportunities
- ▶ Transferrable College Credit
- ▶ Stackable College Credentials



IET: ICAPS MODEL TWO

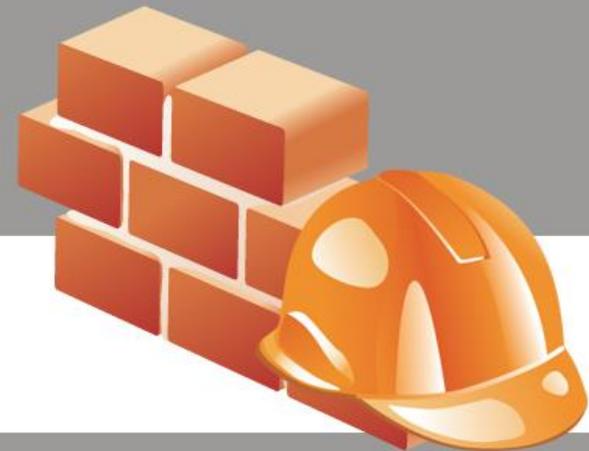
INTEGRATED CAREER AND ACADEMIC PREPARATION SYSTEM

Components

- Contextualized and Integrated Adult Education Curricula
- Career Development / Workforce Preparation
- Transition Services
- Technology Skills
- Employability Skills
- Comprehensive Student Support Services
- Technical / Workforce Training
- Shared Learning Objectives
- Team-Taught Environment (as possible)
- Contextualized Support Class

Results in:

- ▶ High School Equivalency (HSE)
- ▶ Industry Recognized Credentials
- ▶ Employment Opportunities



Questions?



Presenters Contact Information

Bevan Gibson

bgibson@siue.edu 618-650-2254

Sarah Goldammer

sgoldam@siue.edu 618-650-2254

